



National  
Qualifications  
RESOURCE

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**X834/77/02**

**German**

**Listening and Discursive Writing**

**Marking Instructions**

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Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

## General marking principles for Advanced Higher German: Listening

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Award a mark for each answer. Marks are not transferable between questions and the answers for each question must come from the item.
- (d) Award marks according to the accuracy and relevance of the candidate's answers. Award marks where the answer is accurate but expressed in their own words.

Marking instructions for each question: Listening

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
1.	(a)		<ul style="list-style-type: none"> <li>in 2030 there will be a shortage of <b>more than</b> 6 million qualified workers</li> </ul>	1	
	(b)		<ul style="list-style-type: none"> <li>region could lose 25% of its workforce</li> <li>region could experience <b>huge</b> economic damage</li> </ul>	2	
	(c)		<ul style="list-style-type: none"> <li>people in work should work longer <b>before they can retire</b></li> <li>more women should work full time</li> <li>migrants should be integrated into the German job market <b>faster</b></li> <li>targeted recruitment of qualified workers from abroad</li> </ul> <p><b>Any 3 from 4</b></p>	3	
	(d)		<ul style="list-style-type: none"> <li>stereotypical patterns still dominate too much in career choices</li> <li>boys prefer technical jobs/girls prefer social (sector) jobs</li> </ul>	2	
	(e)		<ul style="list-style-type: none"> <li>more openness in job choice</li> <li>better pay in social (sector) jobs</li> </ul>	2	

Question			Expected response(s)	Max mark	Additional guidance
					<b>Do not accept:</b>
2.	(a)		<ul style="list-style-type: none"> <li>• build aircrafts <b>or</b> ships</li> <li>• build solar facilities/farms and wind turbines</li> <li>• study <b>and</b> earn really good money</li> </ul> <p><b>Any 2 from 3</b></p>	2	
	(b)		<ul style="list-style-type: none"> <li>• kindergarten which is open at the weekend</li> <li>• <b>really</b> exhausting/strenuous</li> <li>• (because) you must remember/think of many things when working with kids</li> </ul>	3	
	(c)		<ul style="list-style-type: none"> <li>• could not <b>repeatedly</b> explain things</li> <li>• would not know what to do when children cry/argue with others</li> <li>• would not have the social skills for this</li> </ul> <p><b>Any 2 from 3</b></p>	2	
	(d)		<ul style="list-style-type: none"> <li>• one must do job training/study (to work with kids)</li> <li>• one will have work experience in different kindergartens/ children's homes</li> </ul>	2	
	(e)	(i)	<ul style="list-style-type: none"> <li>• Martin has decided to train as/become a physiotherapist</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>• Martin enjoys dealing with people</li> <li>• he likes talking to people</li> <li>• he needs social surroundings</li> </ul> <p><b>Any 2 from 3</b></p>	2	

Question			Expected response(s)	Max mark	Additional guidance
					Do not accept:
	(f)	(i)	<ul style="list-style-type: none"> <li>she is a bus driver</li> </ul>	1	
		(ii)	<ul style="list-style-type: none"> <li>it is a <b>big</b> responsibility</li> <li>Lisa works shifts/weekends/nights (at least two details)</li> <li>(Lisa works nights) <b>which Marina would be scared to do</b></li> </ul> <p><b>Any 2 from 3</b></p>	2	
		(iii)	<ul style="list-style-type: none"> <li>Lisa earns more money than Marina/in the kindergarten</li> <li>Lisa is able to go on holiday abroad three times a year</li> </ul>	2	
	(g)		<ul style="list-style-type: none"> <li>he is well-qualified (because he has a university qualification)</li> <li>he wants to be able to afford things</li> <li>he does not want to have to watch the cost of everything</li> </ul> <p><b>Any 1 from 3</b></p>	1	
	(h)		<ul style="list-style-type: none"> <li>she wants to do further qualification</li> <li>she wants to be in charge of a nursery/start her own (private) nursery</li> </ul>	2	

## General marking principles for Advanced Higher German: Discursive Writing

*Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Marking should be holistic. There may be strengths and weaknesses; focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall impression. Award marks for the candidate's demonstration of ability in the three main characteristics of writing:
  - (i) content
  - (ii) accuracy
  - (iii) language resource.
- (d) Using the pegged marks table first select the row of the table in which the descriptors most closely match the candidate's piece of writing. Once that row has been identified follow this guidance:
  - if the evidence largely matches the descriptors across all of the aspects of the work, award the higher of the two available marks
  - if the evidence largely matches the descriptors across most of the aspects of the work, award the lower of the two available marks.
- (e) If you are in doubt about which of two adjacent rows to select, select the upper row and award the lower pegged mark in that row.
- (f) Award the highest pegged mark for writing even if there are minor errors, when these do not detract from the overall impression.
- (g) Candidates are instructed to write 250–300 words. Apply the general and detailed marking instructions even where the length of the piece of writing falls outside this range.

Mark	Content	Accuracy	Language resource: variety, range, structures
<p><b>40 or 36</b></p>	<ul style="list-style-type: none"> <li>• The essay is well structured and all aspects are relevant to the title</li> <li>• The topic is addressed fully, in a balanced way</li> <li>• Overall this comes over as a comprehensive, competent, well thought-out response to the task which reads naturally</li> </ul>	<ul style="list-style-type: none"> <li>• The language is characterised by a high degree of accuracy and may show some flair</li> <li>• A comprehensive range of verbs is used accurately and tenses are consistent and accurate</li> <li>• There is evidence of confident handling of all aspects of grammar and spelling</li> <li>• Some minor errors need not detract from the overall very good impression</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is mostly complex and sophisticated</li> <li>• There is a wide range of structures and vocabulary appropriate to Advanced Higher</li> <li>• There is a comprehensive range of verbs/verb forms and tenses</li> <li>• There is good use of less common adjectives, adverbs, prepositional phrases and, where appropriate, word order</li> <li>• There is extensive use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• The language flows well and ideas and opinions are expressed effectively</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
32 or 28	<ul style="list-style-type: none"> <li>• The essay has a good sense of structure and most aspects are relevant to the title</li> <li>• The topic is addressed well</li> <li>• The content is clear and well thought out</li> </ul>	<ul style="list-style-type: none"> <li>• The language is clearly comprehensible throughout and fairly free of serious errors in areas appropriate to advanced higher</li> <li>• A range of verbs is used accurately and tenses are generally consistent and accurate</li> <li>• Other parts of speech are used accurately</li> <li>• There are few serious errors in spelling and/or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• The language used is generally complex and sophisticated</li> <li>• Contains a good range of vocabulary and structures appropriate to advanced higher</li> <li>• The candidate uses a good range of verbs/verb forms and tenses</li> <li>• There is good use of co-ordinating conjunctions and subordinate clauses throughout the writing</li> <li>• Ideas and opinions are expressed effectively</li> </ul>
24 or 20	<ul style="list-style-type: none"> <li>• The essay has some sense of structure and most aspects have some relevance to the title</li> <li>• The topic is addressed adequately</li> <li>• The content is mostly clear</li> </ul>	<ul style="list-style-type: none"> <li>• The less complex language may be mostly accurate. However, in places, where the candidate attempts to use complex and sophisticated language, this may be less successful</li> <li>• The verbs are generally correct, but the range of verbs and tenses is limited</li> <li>• Spelling and punctuation are generally correct but there may be a few errors in some parts of speech - personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion</li> <li>• Overall, there is more correct than incorrect and there is the impression that the candidate can handle tenses</li> </ul>	<ul style="list-style-type: none"> <li>• There are some examples of complex and sophisticated language</li> <li>• Contains a reasonable range of vocabulary and structures appropriate to Advanced Higher</li> <li>• There is a limited range of verbs/verb forms and tenses</li> <li>• There are some successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• Ideas and opinions are expressed adequately</li> <li>• There is some dictionary misuse</li> </ul>



Mark	Content	Accuracy	Language resource: variety, range, structures
16 or 22	<ul style="list-style-type: none"> <li>• The essay is lacking in structure and less than half of the aspects have any relevance to the title</li> <li>• The topic is addressed but in a limited way</li> <li>• The content is limited and may be presented as a single paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• The language is insufficiently accurate to convey meaning clearly and consistently</li> <li>• Ability to use verbs and form tenses accurately is inconsistent. There may be confusion between the singular and plural form of verbs</li> <li>• Although basic structures are used accurately, control of the language structure at times deteriorates significantly</li> <li>• There are errors in other parts of speech - gender of nouns, cases, singular/plural confusion - and in spelling and, where appropriate, word order. Several errors are serious</li> <li>• Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is limited use of complex and sophisticated language</li> <li>• Contains a limited range of vocabulary and/or structures appropriate to Advanced Higher</li> <li>• There is inconsistency in the use of verbs/verb forms and tenses</li> <li>• There are few successful attempts to use co-ordinating conjunctions and subordinate clauses</li> <li>• There may be examples of unidiomatic translation from English and/or examples of dictionary misuse</li> </ul>

Mark	Content	Accuracy	Language resource: variety, range, structures
<p><b>8 or 4</b></p>	<ul style="list-style-type: none"> <li>• The essay is unstructured and few aspects are relevant to the title</li> <li>• The topic is not fully addressed</li> <li>• The content is very limited</li> </ul>	<ul style="list-style-type: none"> <li>• The language is almost completely inaccurate throughout the writing and there is little control of language structure</li> <li>• Most of the verbs are incorrect. There is little evidence of tense control</li> <li>• Most basic structures are not used accurately and control of the language structure generally deteriorates significantly</li> <li>• There are frequent errors in other parts of speech – personal pronouns, gender of nouns, cases, singular/plural confusion, prepositions. Overall there is more incorrect than correct</li> </ul>	<ul style="list-style-type: none"> <li>• There is little use, if any, of complex and sophisticated language</li> <li>• The essay contains a very limited range of vocabulary and structures appropriate to Advanced Higher</li> <li>• The candidate may not cope with more than one or two basic verbs/verb forms and tenses</li> <li>• Some sentences may not be understood by a sympathetic native speaker</li> <li>• There are examples of mother tongue interference and serious dictionary misuse</li> </ul>
<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• The essay is unstructured and/or irrelevant</li> <li>• The candidate is unable to address the topic</li> </ul>	<ul style="list-style-type: none"> <li>• The language is seriously inaccurate throughout the writing and there is almost no control of language structure</li> <li>• Very few words are written correctly in the modern language</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of complex and sophisticated language</li> <li>• There may be several examples of mother tongue interference</li> <li>• Very little is intelligible to a sympathetic native speaker</li> <li>• There may be several examples of serious dictionary misuse</li> </ul>

[END OF MARKING INSTRUCTIONS]